



Connecting Assessment to Student Achievement and Program Improvement for English Language Learners

Why go this route?

The use of multidimensional assessment results will:

- Motivate English Language Learners (ELLs) to learn and master language and content
- Accelerate ELLs language acquisition
- Lead, guide and modify instruction
- Assist ELLs in achieving the state content and performance standards
- Facilitate learning so students can achieve Cognitive Academic Language Proficiency (CALP)
- Close the achievement gap between ELLs and their non-ELL counterparts

You'll know you've arrived when...

- Teachers and students use assessments (language and content-based) on a regular basis to improve learning and teaching.
- Administrators conduct instructional dialogues with teachers about students' progress.
- Students have mastered their learning targets/goals (both language and content).
- School culture is responsive to ELLs language, culture and learning styles.
- Schools apply scientifically based teaching strategies and assessment methods.
- Parents understand and participate in their child's assessment.
- When a school's ELL subgroup makes adequate yearly progress.

Construction Zone

- MI-Map Packets 5:1 - 5:6 assist schools with a full instructional design and delivery cycle.
- This packet provides instructional staff, students and parents with multidimensional assessment tools for ELLs that will enable them to monitor students' progress effectively and adjust learning and teaching experiences.




It's about TIME

- Understanding key concepts of high quality assessment requires one day.
- Learning about a multidimensional assessment system requires two days.
- Constructing and creating classroom assessment is a learning process that may take several months.
- Interpreting and contextualizing assessment results is an ongoing learning process that is job embedded.

The Process

A step-by-step guide for developing sound and balanced assessment for ELLs. Apply the standards of quality assessment.

For detailed explanation of the process, see the process detail.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

1 Identify the Purpose of Assessment and the Learning targets/goals which will be assessed

Teachers understand the purpose of each classroom assessment, involve students in developing them, and create assessment experiences to maximize students' motivation to learn. (INSERT for Step 1)

2 Use Multidimensional and Ecological Assessments

Multiple forms of assessment of linguistically diverse students, when accumulated over time, provide a comprehensive and accurate picture of a student's learning which is vital for making sound and valid education decisions. (INSERTS A, B, C, and D for Step 2.)

3 Select Appropriate and Clear Learning Targets/Goals

In order to experience success with the learners, teachers must choose the most important language and content standards and benchmarks (power standards) that students need to know and are able to do. (INSERT D for Step 2, again.)

(Refer to MI Standards and ELP)

4 Match Assessment Method to Learning Targets

Teachers write a variety of assessment questions avoiding linguistic, cultural, and gender biases. They also provide a conducive assessment environment that motivates students by involving them in the assessment process.

(INSERTS A-E for Step 4.)

5 Link Curriculum Instruction to Assessment

Curriculum Based Assessments (CBA) that match the instructional approaches and language of instruction result in accurate identification of students' academic achievement. (INSERT A for Step 2; INSERT C for Step 4; INSERTS A and B for Step 5.)

6 Administer and Examine Data Results Frequently

Teachers monitor students' progress and adjust instructional delivery and interventions based on students multidimensional data results.

INSERT 10: Compiling. (INSERT for Step 6; Also refer to Module 5:6: Step 3-INSERT 11 and Preparation to be skillful assessors INSERT B for Step 6).

7 Report Progress to Student, Parent and the Instructional Team

Communicate results effectively to students, parents, school administrators and policy makers and adjust program delivery accordingly.

Getting more mileage from connecting assessment to student achievement and program improvement for ELLs

How connecting assessment benefits your school in regards to the following initiatives:

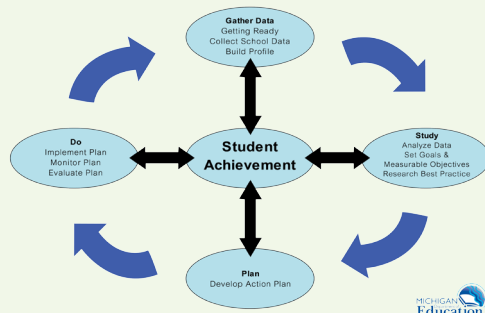
Elementary and Secondary Education Act (ESEA)

- Title III of ESEA requires schools to use student achievement data to guide and lead instruction and improve learning.
- ESEA requires schools to close the achievement gap for each subgroup including ELLs. Research has demonstrated that balanced classroom assessments (language and content) that are used in an ongoing basis have significantly contributed to closing the achievement gap.

State Accreditation System

- These inserted documents provide examples for monitoring students' progress using multiple assessment methods.
- It is expected that schools will align their local and classroom level assessments to the state's curriculum standards. Additionally, classroom assessments should be linked to the four core content areas.

Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



Data relating to English Language Learners must be disaggregated and strategies must be included in all aspects of the continuous school improvement process.



Resources

Books, Articles, Websites

Excellence and Equity for Language Minority Students

Gottlieb, M. Promising Practices for Language Minority Students: State and Local Perspectives, In M. del Rosario Bastera (Ed.) Chevy Chase, MD: Mid-Atlantic Equity Center, 1998.

The Language Proficiency Handbook: A Guide to Instructional Assessment

Illinois State Board of Education Assessment Division. Springfield, IL: Illinois State Department of Education, 1998.

Authentic Assessment for English Language Learners.

O'Malley, J. & Pierce, L. Addison-Wesley Publishing, 1996.

Classroom Assessment for Student Learning

Stiggins, R. et al. Portland, Oregon: Assessment Training Institute, Inc., 2004.

Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers

Tedick, D. (Ed.). Minneapolis, MN: Center for Advanced Research, 1998.

"Inside the Black Box: Raising Standards Through Classroom Assessment"

Black, P., & D. William, 1998. Phi Delta Kappa, 80.2(1998):139-148.

"Designing Scoring Rubrics for Your Classroom"

Mertler, Craig A. (2001). Practical Assessment, Research & Evaluation, 7(2001): 25.

"Learner Self-Assessment of Language Skills"

Oscarsson, M. (1998). IATEFL TEA SIG Newsletter. Nov. 19, 1998.

"First Things First: Demystifying Data Analysis"

Schmoker, M. Educational Leadership, 60.5(2003): 22-24.

Associations

Assessment Training Institute,
www.ati-foundation.org

Center for Applied Linguistics
<http://www.cal.org/>

National Clearinghouse
of English Language Acquisition
<http://www.ncela.gwu.edu/resabout/assessment/>

People

Intermediate School Districts/RESAs can serve as a resource.

For more information, contact:

Michigan Department of Education

Office of Education
Improvement and Innovation
517-241-3147

School Improvement Unit
517-373-8480

Curriculum and Instruction Unit
517-241-4285

Office of Assessment
and Accountability
517-373-0048

Office of Early Childhood
and Family Services
517-241-3592

Office of Field Services
517-373-3921

Special Populations Unit
517-373-6066

Office of Professional Preparation
and Teacher Certification
517-373-6505

Office of Special Education
and Early Intervention Services
517-373-9433

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